

## A L CORBETT MIDDLE

10 A.L. Corbett Circle  
Wagener, SC 29164

**GRADES** 6-8 Middle School

**ENROLLMENT** 286 Students

**PRINCIPAL** Deborah Bass, Ph.D. 803-564-1050

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	25	21	1

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Below Average	Unsatisfactory	No

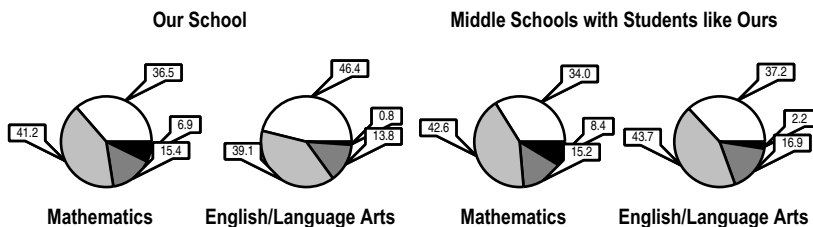
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	279	100.0	46.4	39.1	13.8	0.8	24.5	Yes	Yes
<b>Gender</b>									
Male	143	100.0	53.3	37.0	8.9	0.7	19.3		
Female	136	100.0	38.9	41.3	19.0	0.8	30.2		
<b>Racial/Ethnic Group</b>									
White	143	100.0	34.1	43.2	21.2	1.5	36.4	Yes	Yes
African-American	131	100.0	60.0	34.4	5.6	0.0	12.0	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	229	100.0	42.7	39.4	16.9	0.9	29.1		
Disabled	50	100.0	62.5	37.5	0.0	0.0	4.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	279	100.0	46.4	39.1	13.8	0.8	24.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	279	100.0	46.4	39.1	13.8	0.8	24.5		
<b>Socio-Economic Status</b>									
Subsidized meals	184	100.0	55.9	36.5	7.6	0.0	15.3	Yes	Yes
Full-pay meals	95	100.0	28.6	44.0	25.3	2.2	41.8		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	278	100.0	36.5	41.2	15.4	6.9	31.9	Yes	Yes
<b>Gender</b>									
Male	143	100.0	42.2	40.0	9.6	8.1	25.2		
Female	135	100.0	30.4	42.4	21.6	5.6	39.2		
<b>Racial/Ethnic Group</b>									
White	143	100.0	29.5	35.6	23.5	11.4	43.2	Yes	Yes
African American	130	100.0	44.4	46.0	7.3	2.4	20.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	228	100.0	33.0	41.5	17.0	8.5	35.8		
Disabled	50	100.0	52.1	39.6	8.3	0.0	14.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	278	100.0	36.5	41.2	15.4	6.9	31.9		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	278	100.0	36.5	41.2	15.4	6.9	31.9		
<b>Socio-Economic Status</b>									
Subsidized meals	183	100.0	42.0	45.6	8.3	4.1	24.3	Yes	Yes
Full-pay meals	95	100.0	26.4	33.0	28.6	12.1	46.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	87	100.0	40.5	39.2	19.0	1.3
	Grade 7	87	100.0	32.5	57.5	10.0	N/A
	Grade 8	97	100.0	33.7	57.3	7.9	1.1
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	119	100.0	58.3	29.6	12.2	N/A
	Grade 7	81	100.0	41.6	40.3	16.9	1.3
	Grade 8	79	100.0	35.4	51.9	11.4	1.3

<b>Mathematics</b>							
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	87	100.0	20.3	54.4	15.2	10.1
	Grade 7	87	100.0	22.5	58.8	13.8	5.0
	Grade 8	97	100.0	31.5	59.6	9.0	N/A
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	119	100.0	35.7	40.9	14.8	8.7
	Grade 7	81	100.0	31.6	42.1	15.8	10.5
	Grade 8	79	100.0	44.3	45.6	10.1	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 286)				
Students enrolled in high school credit courses (grades 7 & 8)	47.9%	Up from 17.5%	12.5%	14.6%
Retention rate	4.5%	Down from 6.3%	4.0%	3.0%
Attendance rate	95.1%	No change	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.3%		6.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.9%		5.8%	5.3%
Eligible for gifted and talented	18.3%	Up from 16.9%	12.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.6%	Up from 15.8%	14.1%	13.9%
Older than usual for grade	3.5%	Down from 4.6%	5.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.8%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	20.0%	Down from 26.1%	48.5%	48.7%
Continuing contract teachers	45.0%	Down from 73.9%	81.1%	81.7%
Highly qualified teachers**	83.3%	N/A	91.3%	90.4%
Teachers with emergency or provisional certificates	13.3%		5.0%	5.3%
Teachers returning from previous year	70.6%	Up from 62.7%	83.3%	85.1%
Teacher attendance rate	98.0%	Up from 92.9%	94.9%	94.8%
Average teacher salary	\$37,468	Up 4.8%	\$39,168	\$40,566
Prof. development days/teacher	7.3 days	Down from 15.7 days	10.2 days	11.0 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	3.3
Student-teacher ratio in core subjects	19.0 to 1	Down from 21.7 to 1	21.1 to 1	21.3 to 1
Prime instructional time	92.7%	Up from 85.5%	89.2%	89.3%
Dollars spent per pupil*	\$8,577	Up 15.3%	\$5,562	\$5,821
Percent of expenditures for teacher salaries*	55.8%	Down from 57.9%	62.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	77.1%	Down from 94.2%	94.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

A.L. Corbett Middle School held all its classes in our new facility from the beginning of the year. A few construction activities remained, but the students were fully secure in the new facility. The completion of the parking lot, auditorium, and band room enhanced our learning atmosphere. The school's academic focus included developing plans to emphasize school-wide reading and writing.

The implementation of a universal breakfast program provided nutritious beginnings for every child while providing a structured setting to begin reading each day. The schedule included opportunities for teachers to collaborate and increased assistance for students with academic plans, as well as an after-school program and homework center. Our commitment for improvement was noted as we continued involvement in the middle school math project (MSMP) with SERVE; continued hosting a cohort group with SC State for teacher preparation; continued offering instructional opportunities through a v-tel instructional lab; developed professional literacy groups to study the impact of poverty on learning; participated in curriculum calibration and vertical teaming; provided safety nets for students with GEAR-UP and Palmetto Leadership; conducted monthly parent information nights; provided a weekly newsletter from each grade level; provided a monthly newsletter from the school; and increased participation in school-wide reading plans for reading renaissance periods. We continued to increase community involvement by hosting a quarterly meeting of local clergy and monthly meetings with local community leaders.

The computer lab included class periods for students to access the math text on the Internet for immediate feedback and pre-testing. Students participated in the Academic Team, Science fair, character education readings, and the school-wide multicultural unit that included research and presentations by every advisee group.

The schedule allowed teachers of the same content to plan together on a daily basis. Staff development opportunities for mathematics, reading, and writing were made available during the year. The teachers shared teaching practices with their content teams to develop professional understandings in content and pedagogy. Two teachers were designated curriculum facilitators to work with reading and math teachers.

Our challenges continue to be attracting teachers, community involvement, parent participation, and the ability to provide substantial long-term professional development based on school data. However, we are committed to making informed decisions based on assessment results to improve teaching and learning.

Respectfully submitted by: Deborah Bass, Ph.D.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	16	75	44
Percent satisfied with learning environment	87.5%	70.7%	74.4%
Percent satisfied with social and physical environment	86.7%	73.3%	69.0%
Percent satisfied with home-school relations	56.3%	73.3%	58.5%

\*Only students at the highest middle school grade level at this school and their parents were included.